

TRANSFORMING CANADIAN RESOURCE MANAGEMENT WINTER 2023

GEOG 456 / GEOG 694

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CLASS SCHEDULE

Section	Location	Time	Instructor(s)
GEOG 456 001 [LEC]	EV2 2006	Tuesdays 8:30 a.m. - 11:20 a.m.	Trevor M. Swerdfager trevor.swerdfager@uwaterloo.ca
GEOG 694 001 [LEC]		Tuesdays 8:30 a.m. - 11:20 a.m.	

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INSTRUCTOR / TA INFORMATION

Course Instructor: Trevor Swerdfager, “Practitioner-In-Residence”, Faculty of Environment, University of Waterloo, trevor.swerdfager@uwaterloo.ca (mailto:trevor.swerdfager@uwaterloo.ca) , Room EV2 2011

Teaching Assistant: TBD

Office Hours

: Office hours will not be formally set as I am on campus essentially every day of the week. I generally use the morning hours to write but will be available any day after noon for sure and most days before that. Students should feel free to drop by any time or if they prefer, tee up a time via email

COURSE DESCRIPTION

Calendar Description for GEOG 456

This course builds on thematic areas of climate change, resource management, and sustainability. The evolution of Canadian resource management is traced from subsistence, utilitarian, and intrinsic value perspectives. The current state of resource management is critically evaluated, and alternative ways of thinking about conservation programming will be considered.

Prereq: Level at least 4A Faculty of Environment students only. Antireq: GEOG 474 004 W18

Calendar Description for GEOG 694

Seminar topics offered one time only, or to introduce a potential permanent course within the designated subject area.

Class Format: This **full credit** course will be delivered in two format types. First, it will include lectures delivered in person on campus on Tuesdays 8:30 – 11:30 in Room HH 227. All lecture sessions will feature a 15 minute break part way through. Lectures will be content rich but designed to spark questions and dialogue during class. Given the time commitment involved in the field trip described below, there will be no tutorial sessions or other extra class gatherings. Also, to allow students more time to prepare materials in other course, there will be no class the week before Reading Week or in the last week of the term.

Second, there will be a three-day field trip to Ottawa leaving Waterloo at 10:00 March 6th and returning to Waterloo at approximately 22:00 Wednesday March 8th. Travel will be via a chartered coach paid for by the University. A class will be held 18:30-20:00 on the University of Ottawa Campus on the 6th. March 7th will be spent on Parliament Hill in parliamentary meeting rooms and will involve separate one-hour meetings with the Minister of Natural Resources, the Minister of Rural Economic Development and Members of Parliament Elizabeth May, Terry Beech and Richard Cannings as well as attendance at Question Period hosted by Waterloo's MP Bardish Chagger. March 8th features a series of one-hour meetings with political lobbyists, senior leaders in the Public Service, ENGO leaders and representatives of the fishing, forestry and mining sectors followed by a drive back to Waterloo. Students are responsible for their own accommodation costs. The University will cover costs of the bus rental from Waterloo to Ottawa and back.

There will be no online section in this course for Winter, 2023. Lectures will not be recorded.

Course Content Description:

Housed in the Geography Department and cross-listed with ERS, 474, this course is situated within the Faculty's thematic areas of climate change, resource management and sustainability and is designed to support the learning programs of students from across the Faculty as well as the university more broadly. In addition to students from Environment, it is likely to appeal to students in other Faculties who have interests in environmental decision-making, policy and politics.

The course has both theoretical and practical dimensions. On the theoretical plane, it starts from the central premise that for the most part, our collective efforts to manage and protect the fish, forests and wildlife resources of Canada are not succeeding no matter how "success" is defined. With the goal of understanding why this is so and what to do about it lecture material and related readings invite students to consider "a conservation map" as a central metaphor for understanding how resource management in Canada functions today. The course then "maps out" the nature of modern day conservation programs and traces the evolution of three primary "layers" on conservation's map – a subsistence layer, a market-based layer and an intrinsic value layer – and how they have given rise to the program suite that characterizes resource conservation and protected areas management in Canada today. The discussion then shifts to an identification of a set of common assumptions shared by the resource conservation systems flowing from these layers and argues that none of these assumptions are valid today. Not surprisingly therefore, it is argued that the conservation map of today no longer works and that we need a new one. It concludes with observations on what "Conservation's New Map" could look like and how we might go about building it.

On the practical side, the course seeks to illustrate this theoretical framework in practice in the context of the federal government decision-making. The course instructor is a "Practitioner-In-Residence" in the Faculty of Environment having recently retired from a 30-year Federal Public Service career that included senior level leadership roles in Parks Canada, the Department of Fisheries and Oceans and Environment Canada. Lecture material includes a substantial element of pragmatic examples and materials drawing upon this experience and focusses on federal decision making in the conservation domain with the goal of illustrating how the layers and dynamics referenced above apply in real life at the federal scale. The course only briefly describes federal programs and structures and assumes that students will have a working knowledge of these topics based on earlier parts of their programs. Instead, the focus is more on how conservation decisions are made and what factors, perspectives and information decision-makers themselves rely upon. With that in mind, the field trip described above is designed to give students direct, firsthand access to Ministers, senior bureaucrats and advocacy organizations from industry and the environmental community.

In addition, as outlined below, the major assignments for the course have been designed to simulate federal decision-making products with a view to offering insight in to how these issues are dealt with in the Public Service today. The goal is here is to simultaneously provide students with insights into conservation decision making and policy and to develop specific policy and process writing skills of direct utility in the labour market.

LEARNING OUTCOMES

No explicit learning outcomes defined for this course.

Learning objectives – Following completion of this course, students should be able to:

- Describe the key formative value systems and historical trends that have shaped resource conservation programming in Canada today;
- Identify, link and critically evaluate multiple perspectives and actors in resource management decision making in the federal system;
- Describe, at a general theoretical level, how fish, forest and wildlife institutions function in the Canadian context including a general understanding of the respective roles and responsibilities of federal, provincial and aboriginal governments;
- Understand and analyze resource management issues from multi-actor, multi-institutional perspectives;
- Author materials similar to those used in the workplace to support conservation related decision-making;
- Generate insights into how best to develop and position solutions to today's conservation issues with the goal of advancing sustainability based approaches rather than more traditional single solution paradigms; and,
- Advance and deepen their thinking regarding potential future transformation of fish, forests and wildlife management in Canada

TENTATIVE COURSE SCHEDULE

Classes for Winter Term begin on Tuesday January 10, 2023 and meets from 8:30-11:30. There will be a three-day field trip to Ottawa leaving Waterloo at 10:00 March 6th and returning to Waterloo at approximately 22:00 Wednesday March 8th.

GEOG 456/ ERS 474	Due	Value		GEOG 694	Due	Value
1. Annotated Bibliography A	Feb 3 rd	20%		1. Annotated Bibliography B	Feb 3 rd	15%
2. Mid-term paper	Mar. 3 rd	20%		2. Mid-term paper	Mar. 3 rd	15%
3. Presentation slide deck	Mar. 19 th	25%		3. Presentation slide deck	Mar. 19 th	25%
				5. Discussion Paper (Grads Only)	April 2 nd	15%
4. Final Term mock MC	April 14 th	35%		4. Final Term mock MC	April 14 th	30%

TEXTS / MATERIALS

No materials required.

No textbooks are required for this course. Course readings will be provided over the course of term and included on the Learn site under Required Readings.

STUDENT ASSESSMENT

Component	Value
see below	

Assignment Details

The course has four “Assignment Topics”. Students will be invited to select a Topic to work on and every effort will be made to assign each student to their first or second choice. Depending on final class size, each topic will have ~5 students assigned to it. Students working on the same topic are encouraged, but not required, to connect with each other to share information, ideas and research workload. Students will also be required to submit assignment 3 jointly as described below. All other assignments are to be authored and submitted individually. The four topics are as follows:

Assignment Topics

1. In light of rapidly growing international shipping traffic and Canada's expanding position in global trade, a proposal has been developed for dramatically expanding the Port of Vancouver's container handling capacity. Known as the Port Roberts Terminal Two Project (<https://www.robertsbankterminal2.com/> (<https://www.robertsbankterminal2.com/>)) this project will not only involve establishing a new container handling facility and related wharves, it will also lead to increased shipping traffic in the area. Given the importance of the proposed areas to a variety of coastal wildlife such as, for example, shorebird populations, as well as a wide variety of marine life including, among other species, the critically Endangered Southern Resident Killer Whale, should the government allow this project to proceed? If so, under what conditions should it do so. If not, what alternatives to the project should it implement?
2. Under the auspices of the federal Species At Risk Act (SARA) Boreal Caribou are Endangered throughout their range. A variety of factors have been identified as contributing to the decline of the species and a range of actions to help it recover have been proposed. In considering this context, should the Government trigger the "habitat safety net" provisions of the Species At Risk Act and halt all logging in critical habitat areas of the Boreal Caribou? How should it proceed to implement whichever decision it makes with respect to this question?
3. The Northern Cod fishery collapsed in the mid-eighties and remains closed to this day with the exception of a small stewardship fishery. The Newfoundland fishing industry is in dire economic circumstances generally and has been particularly hard hit by the pandemic. Given this context, should the Government re-open the Northern Cod fishery to allow a harvest in a manner that re-kindles the industry in preparation for when stocks rebound to levels suitable for larger scale harvests? If so, under what terms and conditions should the harvest proceed? If not, how should the Government address the needs of the fishing communities of Newfoundland and Labrador?
4. The National Parks system administered by Parks Canada is based on a systems plan that commits the agency to establishing a National Park in each of the eco-regions identified in the Plan. Three regions are currently un-represented including Region 3 in central BC. In an effort to ensure that Natural Region 3 is represented in the Parks system, should the Government expropriate land in the Okanagan Valley area to establish a new national park that would eliminate the grazing of cattle and other economic activities in the area? If so, how should it proceed to do so? If not, how should the Government complete the Parks System for this Natural Region?

With a focus on your selected topic area the course assignments are as follows:

1A) Annotated Bibliography for Undergraduate Students (for GEOG 456/ERS 474) due February 3, 23:59

Prepare an annotated bibliography which includes:

Four 300-700 word (1,500-2,500 in total) summaries of at least **five** sources pertaining to the student's major assignment topic including at least one dealing with each of: aboriginal resource management systems or issues; government-led fish, forest or wildlife management programs or issues; and parks or endangered species programs or issues. Sources can be peer-reviewed articles, books, book chapters, policy reports from non-governmental organizations or government reports. Website articles or media stories are not to be included. The summaries should identify the main content presented in the source and, where appropriate, the main conclusions presented in the document. The summaries **do not** need to analyse the materials or include a narrative synthesis or overview of them. All sources addressed in the narrative bibliography must be submitted with the bibliography ideally in pdf format.

1B) Annotated Bibliography for Graduate Students (for GEOG 694) due February 3, 23:59

Prepare an annotated bibliography which includes:

Seven 300-700 word (2,100-4,900 in total) summaries of at least **seven** sources pertaining to the student's major assignment topic including at least one dealing with each of: aboriginal resource management systems or issues; government-led fish, forest or wildlife management programs or issues; and parks or endangered species programs or issues. Sources can be peer-reviewed articles, books, book chapters, policy reports from non-governmental organizations or government reports. Website articles or media stories are not to be included. The summaries should identify the main content presented in the source and, where appropriate, the main conclusions presented in the document. The summaries **do not** need to analyse the materials or include a narrative synthesis or overview of them. All sources addressed in the narrative bibliography must be submitted with the bibliography ideally in pdf format.

2. Mid-term paper for Undergraduate and Graduate Students Due March 3, 2023 by 23:59

Drawing upon lecture materials, assigned readings, group discussions, the references cited in Assignment One above and additional sources you assemble through independent research, prepare a paper of approximately 2,000 words that:

1. Describes the three layers on Conservation's Map as outlined in the course. The description should fully outline what each layer entails, how it evolved and what its implications are for conservation programming today. In this regard, the paper **does not** need to describe the suite of conservation programs in place in Canada today though it certainly may do so if that makes sense as part of the description. The point is to demonstrate understanding of the three layers and their significance, not to demonstrate mastery of Canadian conservation programs.
2. Discusses the implications of the three layers for assignment topic. How you approach this discussion is totally up to you. The idea is to demonstrate insights and critical thinking with respect to the Indigenous, market and protectionist layers in the context of your issue. Put another way, this part is to address the "well so what?" question one might reasonably ask at the end of part (a) above. The idea here is to link theory to the practice and in doing so, to set you up for the final two course assignments as described below.

3. Presentation Deck for Undergraduate and Graduate Students Due March 19, 2023 by 23:59

Through group discussion and collaboration, prepare a ten-slide presentation addressing your Assignment Topics section below. The presentation should build on the readings, lecture material, the briefing note from the assignment above and insights provided by our field trip speakers over the course of the term. The deck must summarize the issues at play and their background, identify key perspectives on the issue and propose a solution to it. The presentation must also include an analysis of the proposed solution's federal-provincial implications, its implications for key stakeholder groups, its gender implications, and a general indication of how the proposed approach would actually be implemented. The deck should describe two not-recommended options but does not need to present analysis or dialogue with respect to them. The deck is to be submitted as a group assignment. In the event that the group is not able to agree on a recommended option (it happens sometimes but is to be avoided if possible) the deck should present however many "recommended options" there are. Group members will all receive identical marks. Each deck will be presented during the lecture period in the final weeks of March in a "mock Cabinet" session.

4. Final Term Paper - mock “Memorandum to Cabinet” (MC) for Undergraduate and Graduate Students

Working individually, prepare a maximum 9 page (**single spaced on 8.5” by 14” Legal Size paper using font 11**) mock Memorandum to Cabinet that draws upon course readings, lecture materials, field trip speakers and previous assignments to address your assigned topic. A modified version of the template used for real Cabinet presentations in the federal government will be posted in Learn separately and **must be followed**. Guidance regarding its completion will be provided in lectures at several points in the course. In general terms, it is to describe the issue, the background to it, three options for dealing with it, a detailed analysis of stakeholder perspectives on the proposed solution and a robust description of how the solution would be implemented if adopted. The content is to be influenced by lecture materials, literature collected for assignment one, other literature and the views, insights and information garnered during the Ottawa field trip. The paper is not to exceed nine single-spaced pages (not including a title page) plus a bibliography which will **not** count toward the page limit.

5. Discussion Paper for Graduate Students Only

Prepare a maximum 1,500 word discussion paper on ONE of the following two aspects of your assignment topic:

1. Describe and discuss the implications of this issue for indigenous people in and around the subject area and, to the extent appropriate, nationally. The paper should describe indigenous interests in the issue, how they will be affected and how these interests could or should be most effectively addressed or accommodated. **OR**
2. Describe and discuss the climate change implications of the issue. The paper should describe how different approaches to the issue would affect climate change, how climate change is affecting the factor at play in the issue and how solutions to the issue should be viewed through a climate change lens.

ASSIGNMENT SCREENING

No assignment screening will be used in this course.

NOTICE OF RECORDING

n/a

ADMINISTRATIVE POLICY

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <https://uwaterloo.ca/campus-wellness/> (<https://uwaterloo.ca/campus-wellness/>) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

All students are encouraged to download the WatSAFE app which is available free through the google and iOS app stores. The WatSAFE app provides on- and off-campus contacts for students in distress, including international students, and other information related to campus safety and security.

Religious Observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Communications with Instructor and Teaching Assistants: All communication with students must be through either the student's University of Waterloo email account or via LEARN. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Recording lecture: Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

UNIVERSITY POLICY

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) . When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) . For typical penalties, check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) (<https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>) .

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) (other than a petition) or [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>) .

Note for students with disabilities: [AccessAbility Services](https://uwaterloo.ca/disability-services/) (<https://uwaterloo.ca/disability-services/>) , located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.